

## **New Hope Christian School Music Policy Statement**

### **AIMS**

It is our responsibility as teachers to offer each child the opportunity to participate in active music-making both through playing and singing, in groups and individually, and to establish foundations whereby music may become a recreation for later life.

The main aims of music education are therefore to:

- Develop a sensitive response to sound and patterns of music.
- Develop the capacity to express ideas and feelings symbolically through sound.
- Develop the necessary skills and concepts whilst engaged in musical activity.
- Develop social skills and awareness through making music together.
- Develop an understanding and appreciation of different types of music and increase their ability to make judgments of musical quality.
- Offer opportunities to experience personal satisfaction and self-confidence.

Develop an awareness of musical traditions in a variety of cultures and societies.

### **OBJECTIVES**

These aims can be met if children are given musical experiences, which enable them at their own level to:

- Demonstrate a general awareness of sound both musically and in their everyday

environment.

- Experiment with sound and identify sounds from a variety of sources.
- Recognise pitch, dynamics and duration of sound.
- Know from memory and be able to join in with a wide range of songs.
- Imitate and recall simple rhythmic patterns by clapping and using un-tuned percussion.

Imitate and recall simple melodic patterns by singing and playing tuned percussion.

- Improvise simply using voices or instruments.
- Invent a short melody in response to a story, poem or movement.
- Join in as a member of group music-making.
- Listen to a variety of types of music with attention and understanding.

These objectives are met through the provision of carefully planned, differentiated activities to

ensure optimum skills progression.

### **EQUAL OPPORTUNITIES**

In line with our **Equal Opportunities and Cultural Diversity Policy**, We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### **LEARNING AND TEACHING MUSIC**

All teaching and learning of music will be in line with the guidance in our **Teaching and Learning Policy**. Music contributes too many subjects within the primary curriculum and opportunities will be sought to cross reference a wide range of activities, within such areas as Literacy, Art and Design, R.E., P.E., Dance and Drama, and P.S.H.E.

Outside musicians and performers are brought in wherever possible to work with the children and give them experience of live music.

Throughout the school all pupils will have regular music lessons. Within these lessons there will be a good balance between whole-class work, group teaching and individual work.

### **Gifted and Talented Pupils**

In line with our **Gifted and Talented Policy**, more able pupils are taught with their own class and stretched through differentiated group work, questioning and extra challenges.

#### **SEN Provision**

In line with our **SEN Policy**, Teachers will involve pupils through differentiation and provide necessary support through the use of resources and adult help. Music lessons are appropriate for all pupils.

#### **Information and Communication Technology**

ICT will be used in various ways to support teaching and to motivate children's learning, in the form of keyboards, computer programs, audio-visual equipment, and the use of the overhead projector and interactive whiteboards.

#### **Resources**

All classes are equipped with a C.D./tape player.

#### **Out-of-Class Activities**

Through music lessons at NHCS we aim to give children the grounding and enthusiasm to develop their music-making further. Peripatetic instrumental lessons are available from Year 3 upwards. There is a Key Stage 1 and Key Stage 2 choir.

#### **Assessment**

Assessment is carried out in line with our **Assessment Policy**. Assessment informs planning and therefore it is good practice for staff to make assessments and keep notes, which they find useful. Records should be selective and brief, significant achievement or weakness may be noted and may serve as a basis for planning future challenges and form part of the annual report to parents.

### **MANAGEMENT OF MUSIC**

- To be enthusiastic about music and to demonstrate good practice.  
To support and guide staff, encourage the sharing of ideas and organise in-service training where necessary.
- To write action plans appropriate to the priorities of the school.
- To keep under review the written policy document for music and QCA scheme of work,
- Lead, manage and monitor the implementation of music, including monitoring teaching plans and the quality of teaching within the school.
- Purchase and organise all music resources, including the organisation of performances and experiences provided by external agencies.
- Collect work samples and photographic evidence from musical activities around the school.
- Be aware of national and local developments in music through reading relevant materials and attending courses.
- **Role of the Head Teacher**
- With the Music Teacher, keep the SMT informed about the progress of music within the school.
- Ensure that music remains a high profile in the School's Development Plan.

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